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ABSTRACT

Designed to present information and suggestions for developing effective and productive distributive education programs, this handbook is intended as a guideline to aid new and experienced teachers, school administrators, guidance personnel, lay public, and students. The first of seven sections contains an overview of the distributive education teacher/coordinator roles. These roles include responsibilities in the following areas: Program operations, coordination, Distributive Education Clubs of America (DECA), program improvement, public relations, and evaluation. The remaining six sections explain more fully each of the above mentioned areas by providing suggestions for planning, conducting, reporting, and evaluating the activities involved. The appendixes include a media and methods checklist, suggestions for talks to civic groups, and pointers and rules to follow when publicizing through newspapers or arranging for radio and TV promotion. (BM)

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SOUTH CAROLINA

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Teacher - Coordinator Operational Handbook

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

South Carolina coordinators have long felt a need for a Distributive Education Handbook. This handbook is the result of combined efforts of an in-service group of distributive education coordinators. It is designed to present information and suggestions for developing a more effective and productive distributive education program. It can be used as a guideline to aid new and experienced teachers, school administrators, guidance personnel, lay public and students.

This handbook was prepared by the following distributive education teacher coordinators under the general direction of Dr. Raymond Grandfield, Associate Professor of Distributive Education at Delaware State College, with the assistance of Mr. Sam Greer, Teacher Education, Winthrop College and Mr. Gary Pozsik, South Carolina State Distributive Education Supervisor, during the 1973 EPDA Institute.

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PHILOSOPHY

Distributive Education is a viable subject that deals with an area of work employing 52% of the American working force. Distributive Education prepares the student for careers in marketing and distribution.

Distributive Education has made tremendous strides since its inception. With the competent effort of those responsible for the existing programs, we should work toward making this instruction available to every student in South Carolina who needs it.

Through the cooperative efforts of the school, community, business, and industry, students are trained for full time employment upon graduation from high school; or are qualified for further training.

An effective program in Distributive Education creates goodwill and an effective working relationship among school, community, and parents.

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DISTRIBUTIVE EDUCATION

AREAS OF TEACHER RESPONSIBILITY

The first section of this handbook deals with a general outline of the six major areas for which the D. E. teacher/coordinator is responsible: Program Operations, Coordination, DECA, Program Improvement, Public Relations, and Evaluation. The remaining sections of this handbook relate to these six major areas of responsibility.

DISTRIBUTIVE EDUCATION
AREAS OF TEACHER RESPONSIBILITY

The Distributive Education coordinator has an exciting and challenging job that affords him an opportunity to combine a school and business career in one job. Your time in invaluable; the proper use of which either results in the success or failure of your program.

Listed below are six areas for which you are responsible:

I. PROGRAM OPERATIONS (Overview of Coordinator's Role)

- A. Preparing teaching materials
- B. Methods of instruction
- C. Organization and management of classroom
- D. Job analysis
- E. Record keeping
- F. Evaluation of instruction

II. COORDINATION (Coordination Techniques and Activities)

- A. Student selection
- B. Program policy
- C. Parental visitation orientation
- D. Job placement of student trainees
- E. Developing student training plans
- F. Writing training agreements
- G. Training station orientation, visitation and evaluation

III. DECA (Youth Activities)

- A. Organizing a DECA chapter (explanation of DECA)
- B. Electing officers
- C. Developing a program of activities
- D. Benefits of DECA
  - (1) to students
  - (2) to school
  - (3) to community

IV. PROGRAM IMPROVEMENT

- A. Curriculum structure
- B. Areas of instruction
- C. Instructional material resources
- D. Advisory committee (purpose and function)
- E. Professional growth and self evaluation

V. PUBLIC RELATIONS

A. School personnel
B. Business community
C. Media and methods of promoting D.E.

VI. EVALUATION

A. Evaluation of students (classroom and on-the-job)
B. Teacher evaluation by students and sponsors
C. Evaluation of training stations by teacher and students

PROGRAM OPERATIONS

This section deals with a Comprehensive Overview of the D. E. Teacher/Coordinator's Role in total program operations.

OVERVIEW OF COORDINATOR'S ROLE

The Distributive Education teacher-coordinator is a regular member of the school staff, and is responsible for operating and administering the Distributive Education program. The coordinator serves a dual role, he not only teaches in the classroom but coordinates the activities of the D. E. students through the cooperative method.

The coordinator has the responsibility for combining the classroom D. E. study with on-the-job activities which take place in the field of distributive businesses. He must weld together the various groups -- the students, the business community, and the school organization -- so as to make up a harmonious team working together for the mutual benefit of all.

I. Instruction

A. Prepare teaching materials

1. Maintain current reference material on such things as: government regulations, changes in merchandise, improvement in selling techniques, changes in distribution, and adapt the D. E. curriculum to current changes.

2. Outline course of study in order to secure and prepare all supplementary teaching aids such as: films, samples of materials, flow sheets, "blue prints", literature, pictures, and other visual aids and speakers.

Note: Free visual aids can usually be obtained by writing business firms, state film libraries, commercial film catalogues, and Federal Agencies.

B. Use of various methods for individual and group instruction

1. Individual instruction includes the use of workbooks, preparation of manuals, instructional sheets, conferences, and demonstrations.

2. Group instruction includes the use of textbooks, field trips, role playing, and class demonstrations and discussions.

C. Organization and Management of Classroom

1. Arrange for adequate classroom facilities which included arrangement of classroom, bulletin boards, charts, graphs, flip charts, table, chairs, displays of correlated materials and finished projects.

2. Student arrangement, discipline, and the use of time.

3. The place of the teacher in the classroom.

D. Job Analysis

1. Includes an understanding between the employer, student, and coordinator as to the requirements and responsibilities of the job. This often is handled effectively by a complete job breakdown and checklists for employer and students.

E. Remedial Teaching

1. Information from checklists, diagnostic tests, coordination and classroom activities furnish the basis for this.

F. Systematic record keeping

1. Student progress in class and on-the-job.

2. Follow-up of students' progress after graduation.

3. Reports to local and state administrators.

G. Evaluation instruction
"If the teacher has taught, the learner has learned."

1. Indications of effective instruction include student participation in class work, assimilation of subject matter, performance in demonstration, proficiency on the job, eligibility for advancement, permanence of employment and satisfaction of merchants.

II. Coordination

A. Selection of training stations

1. The coordinator must be able to evaluate business firms as to their effectiveness as training stations, desirability of location, working environment and environment and opportunities for advancement.

B. Placement of trainess

1. Trainees should be placed in types of businesses in which they are most interested, if possible, and where they are best fitted.

C. Conferences with management

1. Discuss types of training needed.

2. Discuss progress of trainess.

3. Solve problems which may arise over such things as: holidays, work schedules, overtime, time off, and the like.

4. Develop understanding of management's responsibilities to the trainees such as: job rotation, non-exploitation, permanent employment, recognition of ability and proper training supervision.

D. Observation of trainees at work

1. Trainees must be visited regularly in order to observe performance on the job, customer services, housekeeping, accuracy, personal appearance, attitudes, and cooperation with store personnel.

E. Coordination of training

1. Coordinators must assume responsibility for giving training that is applicable to situations that arise on the job.

III. Program Improvement

A. Selection of students

1. Students should have a real desire to train for a distributive occupation.

2. Students must have the necessary physical and health traits such as: good health, acceptable physical appearance, and no speech defects.

3. Students must have the character which will enable them to be acceptable in the business world, e.g., sense of social and moral responsibility, ability to get along with others, ambition, dependability, adaptability, sense of humor, and above all, common sense.

4. Students must have adequate mental ability and exhibit a willingness to profit by training.

IV. Adult Programs

A. One way in which the coordinator carries on the role of a leader in adult programs is by being able to determine the training needs of persons employed in stores and in meeting these training needs through the organization of adult classes, the selection of adult teachers or class leaders.

B. Determination of training needs

1. Through community survey

2. Use of advisory committee

3. Merchant conferences

4. Questionnaires to employers and employees.

5. Questionnaires to students in previous classes.

C. Organization of classes

1. Secure cooperation of Chamber of Commerce, Merchants' Association, Retail Grocers, and other trade associations.

2. Contact civic clubs.

3. Talk to store employees.

D. Selection of part-time teachers

1. Choose a businessman or other qualified person on a part-time basis who is accepted as a leader in the field on the subject matter being offered.

2. Use the services of an itinerant teacher if made available by the State Board for Vocational Education.

3. Contact district consultant for assistance.

4. Select a local qualified high school or college teacher teaching his own specialty when adapted to the special needs of the program.

5. Select experienced teachers to be used in "packaged" courses of those prepared by trade associations.

V. DECA

A. Role of the coordinator

1. Help organize chapters.

2. Be an advisor.

COORDINATION TECHNIQUES

This section offers suggested forms and format for dealing with the major areas of coordination activities for which the D. E. teacher is responsible.

COORDINATION TECHNIQUES

The following pages are suggested forms and format for developing various needed forms in the area of D. E. teacher coordination activities and techniques.

Forms are included for:

1. Student Application for D. E. Program
2. Rules, Regulations and Policies for the D. E. Student
3. Parental Consent Letter
4. Employment Introduction Card
5. Memorandum of Training Plan
6. Memorandum of Training Schedule
7. Training Agreement
8. Orientation Checklist for Training Sponsors
9. Coordinators Visitation Report

STUDENT APPLICATION FOR THE DISTRIBUTIVE EDUCATION PROGRAM

Name:_____ Age:_____ Date of Birth:_____

Address:_____ Phone Number:_____

Social Security Number:_____ Height:_____ Weight:_____

Present School Schedule:

Period 1_____ Period 4_____
Period 2_____ Period 5_____
Period 3_____ Period 6_____

Teachers whom you may wish to ask for recommendations:

1_____ 3_____
2_____ 4_____

Work Experience:

KIND OF WORK	EMPLOYER	DATE OF EMPLOYMENT

Do you expect to go on to college after graduation? Yes_____ No_____

What type of work would you like to do when you finish school?_____

In what co-curricular activities and hobbies do you participate?_____

Why do you want to enroll in this program?_____

Attendance record this year: Days absent _____ Times Tardy_____

Do you consider yourself to be reliable? Always _____ Usually_____ No_____

Not to be filled in by applicant:

	Good	Average	Poor	Date of Interview
Attendance				
Scholarship				
Appearance				Rating of Interview
Character				(1 is lowest - 5 is highest)
Personality				

Intelligence Tests Results:

Present credits:

Health Record:

Reading Level:

Faculty Recommendations:

Interest Inventory:

1. _____
2. _____
3. _____
4. _____

Special or business subjects taken: _____

Accepted into program: YES _____ NO _____

Date of Acceptance _____

RULES, REGULATIONS and POLICIES
for
DISTRIBUTIVE EDUCATION STUDENT EMPLOYEES

The cooperative distributive education program has been discussed with me by my D. E. coordinator, and I understand that through enrollment in this program:

I am not guaranteed a job; neither am I assigned a job. The employer and I will discuss hiring.

I am to receive training on a job or in an industry in which I have an interest and an ability.

I am to be paid the going wage rate for my work.

I am to have a combined school-work week which does not impair my health and/or studies.

I may earn credit toward graduation. Three (3) units are granted for school and work experience combined.

I must be present and on time each day -- both in school and at work.

I must be prompt and accurate in making all required reports to the coordinator.

I will at all times keep the coordinator informed of problems that may confront me on the job or in school.

I MAY BE DROPPED FROM THE PROGRAM for failure to get satisfactory re-employment if I am discharged for cause.

I WILL BE DROPPED FROM THE PROGRAM, resulting in loss of credits, if I leave my employment without consent of the coordinator.

I will notify my employer as far in advance as is possible (usually before 10 a.m.) if I am unable to report for work.

I understand that my employer will rate my work from time to time and discuss my progress with the coordinator. Part of my grade will be based on the ratings and interviews.

I have been informed of the duties and responsibilities connected with my job, and in accepting it, I do so of my own accord.

I will at all times conform with all rules, regulations and policies of my employer, and I will discharge my duties to the best of my ability.

"I HAVE READ AND DO AGREE TO THE POLICIES SET FORTH IN THIS DISTRIBUTIVE EDUCATION PROGRAM."

Student's signature_____Date_____

Parent's signature_____

PARENTAL CONSENT LETTER

_____, 19__

Dear P rent or Guardian:

Your son/daughter _____ has been selected on the basis of school records, interest, and personality as eligible to enter our course in distributive education. This is a specialized training program for students who are interested in careers in marketing, merchandising or management. This course is a cooperative part-time training program. _____ will attend school part of the day and work in a distributive occupation part of the day. He/she has expressed interest in this course.

Through the cooperation of the busine smen in the community, the students work under supervision in a regularly paid distributive occupation. Most of these positions are in beginning service and sales positions, and they involve meeting the public.

In school, he/she will learn today what he/she will put into practice tomorrow. You probably know that a great many high school graduates enter the field of distribution and that there is a great need for training.

School credit toward graduation will be given for the part-time work and you son/daughter will receive the same diploma for which he/she is now working.

If you are willing for _____ to enter this course, will you please sign in the space provided below.

Sincerely,

_____
Teacher-Coordinator

Father's or Guardian's Signature_____

Mother's of Guardian's Signature_____

INTRODUCTION CARD

Distributive Education Program
Anywhere High School

To: _____

Business: _____

Address: _____

This will introduce _____ who is enrolled in the distributive education program. This prospective student-learner is _____ out of _____ who will be sent to apply for a starting position of _____ to pursue a career objective of _____. I will appreciate the opportunity of reviewing the interview with you prior to the final decision.

_____
Coordinator, Distributive Education

Office: _____

Phone: _____

AGREEMENT FORM FOR EMPLOYER, STUDENT AND SCHOOL
Cooperative Part-Time Training Program

Memorandum of Training Plan

1. The _____ will permit _____
Training Agency Student
to enter their establishment for the purpose of gaining knowledge and experience as _____.

2. The course of training is designed to run for a _____ year period with a minimum of fifteen hours per week. The training will be in accordance with an outline made and agreed upon by the employer and the coordinator.

3. The school will make provision for the student to receive related and technical instruction.

4. The status of the student while in training shall be that of a student learner.

5. The student while in training shall progress from job to job in order to gain experience in various operations.

6. The schedule of compensation shall be agreed on by the training agency and the coordinator in accordance with existing local standards, labor laws, and policies.

7. All complaints shall be made to and adjusted by the coordinator.

8. The parent or guardian shall be responsible for the conduct of the student while in training.

9. The coordinator shall have authority to transfer or withdraw the student when he deems such action to be to the best interests of those concerned.

10. The student promises to abide by all implied and stated terms included in this agreement.

By _____ _____
Employer Parent or Guardian

_____ _____
Coordinator Student

Memorandum of Training Schedule
In Cooperative Part- Time Training Program

Business Lab_____ Date_____

Address_____ Telephone No._____

Trainee Job Title_____ Training Period_____

Trainee_____ Date of Birth_____

Grade_____ Work Hours_____

Parent or Guardian_____

Address_____ Telephone No._____

To successfully carry on cooperative training, the local board of education deems it advisable to all parties concerned understand the following:

The Business Lab will place the above trainee in its establishment for the purpose of giving training in the above occupation. The Business Lab will cooperate with the board of education and its coordinator and route the trainee through the various operations or jobs in order of learning difficulties so that he may receive all-round training in the occupation being experienced. The Business Lab will advise the coordinator of any deficiency the trainee might have and furnish any information that will aid the school in promoting the progress of the trainee.

The school will provide an organized course of technical and related study correlated with the job operations being performed at the Business Lab.

The trainee will receive like consideration given regular employees in regard to insurance, safety, health regulations and general working conditions.

The parents (or guardians) will not be relieved of any responsibility in regard to personal conduct of the trainee while participating in this program.

The parents (or guardians) and trainee understand that the cooperative training program is designed primarily for boys and girls to secure training that will fit them for distributive occupations as potential full-time workers.

Schedule of compensation is to be mutually agreed upon by the Business Lab and the trainee in accordance with existing conditions. The trainee agrees to abide by all rules and regulations set forth by his coordinator and employer.

All problems shall be adjusted by the coordinator with the cooperation of all parties concerned.

_____ _____

Employer -- Date Student -- Date

_____ _____

Coordinator -- Date Parent or Guardian -- Date

TRAINING AGREEMENT

Training Agency_____ Date_____
Address_____ Telephone No._____
Student Trainee_____ Date of Birth_____
Grade_____ Work Hours_____
Occupational Objective_____ Training Period_____
Department in which employed_____ Sponsor_____
Parent or Guardian_____ Telephone, Res._____ Business_____
Address, Residence_____ Business_____

MEMORANDUM OF TRAINING PLAN

The cooperating firm will employ the above student trainee on a part-time basis and provide training which will help him or her realize his or her occupational objective.

The school will provide organized vocational and related courses of study which will meet the needs of the student trainee.

The cooperating firm will assist the coordinator by giving pertinent information which will assure the successful progress of the student trainee.

The cooperative training program will extend over a period of_____ months or _____ weeks.

The student trainee, in order to receive high school credits which will apply toward his or her graduation, must be employed in a distributive occupation an average of fifteen (15) hours per week for a minimum of thirty (30) weeks and must meet the requirements of the school in class work.

The parents (or guardian) and student trainee understand that the cooperative part-time Distributive Education program is organized and maintained primarily for high school students to secure training that will better fit them as potential fulltime employees in a distributive occupation.

The schedule of compensation shall be mutually agreed upon by the cooperating training firm and the student trainee.

The student trainee agrees to abide by all rules and regulations set forth by the coordinator and employer.

The coordinator and employer will work closely together on all problems concerning the mutual welfare of all parties concerned, and especially for the successful progress of the student trainee.

The coordinator will at regular intervals observe the student trainee while at work and check with the training sponsor in order to assure successful occupational progress.

We, the undersigned, indicate by the affixing of our signatures that we have read and understand the purpose and intent of this "Memorandum of Training Plan."

By:_____ _____
Student Parent or Guardian

_____ _____
Employer Coordinator

ORIENTATION CHECKLIST FOR TRAINING SPONSORS

	ACTIVITY	DATE COMPLETED
1.	Introduce student-trainee to all persons with whom he will have contact.	
2.	Show the student-trainee the location of offices, equipment, and supplies with which he will need to be familiar.	
3.	Explain the duties of the student-trainee assignment.	
4.	Inform the student-trainee as to who will supervise him and from whom he should take orders.	
5.	Inform the co-workers of their relationship to student-trainee and request their cooperation.	
6.	Inform student-trainee of arrival time, quitting time, check-in and check-out procedures, and other important procedures he should know.	
7.	Inform student-trainee of lunch-time, and relief procedures and regulations.	
8.	Inform student-trainee of facilities available such as rest rooms, lunchroom, telephone, change area and the like.	
9.	Inform student-trainee as to the company's dress code.	
10.	Inform student-trainee of time recording procedures, pay schedule, deductions from pay, and computation of wages.	
11.	Inform student-trainee about any information which is to be kept confidential.	
12.	Familiarize student-trainee with employee benefits.	
13.	Inform student-trainee of clauses in a union agreement which pertain to him if such an agreement exists.	
14.	Familiarize the student-trainee of promotional possibilities in your firm.	
15.	Assist the student trainee in getting started on the right foot, so that the training program will be beneficial to all who are involved.	

COORDINATOR'S VISITATION REPORT

Training Agency_____ Contact Person_____

Trainee_____

Date_____ Time_____

Points to Observe:

1. Conditions surrounding place of business. _____
2. Attitude of workers toward coordinator and trainee. _____
3. Specific operations in which trainee is engaged. _____
4. Immediate related subject matter needed. _____
5. Personal appearance of trainee. _____
6. Apparent interest of trainee in work. _____
7. Apparent interest of employer in trainee. _____
8. Miscellaneous information. _____

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

DECA

This section is a brief explanation and overview of the youth activities - DECA. DECA is an integral part of the total program of Distributive Education. Without DECA your program is not complete.

DECA CHAPTER LEADERSHIP

All teachers and officers must have a copy of the DECA Handbook, 1972 revised edition which is available through:

DECA Supply Service (Balfour Supply)
200 Park Avenue
Falls Church, Virginia

I. What is DECA?

A. See Fact Sheet

B. Each student and teacher interested in becoming DECA members must pay national dues of $2.00 and state dues of $2.50. Application forms are furnished by the state DECA advisor and must be completed and returned by November 1. Each member receives a copy of The DECA Distributor and the state Newsletter.

II. Equipment needed

A. DECA Handbook

B. Roberts' Rules of Order

C. State Constitution

D. Gavel, Banner, Creed, Record Books

E. State charter

III. Officers

A. Election of president, vice president, secretary, treasurer, reporter and parliamentarian

B. Installation ceremony

C. Leadership training conference for local officers in fall

IV. Program of Activities and Projects

A. Meetings

1. Six professional meetings per year

2. Specific meeting place which meets national standards

B. Public Relations

1. Three appearances before civic organizations

2. Two benevolent or recreational activities

3. Public information through communications media: television, radio, newspapers, magazines, DECA Distributor, billboards

4. Employee-employer banquet (breakfast, luncheon or dinner)

C. Competitive Activities

1. Levels

   a. District competition (February)
   b. State Leadership Conference (March)
   c. National (late April, early May)

2. Areas

   a. Advertising
   b. Display
   c. Job Interview
   d. Public Speaking
   e. Student of Year (Boy)
   f. Student of Year (Girl)
   g. Creative Marketing Project
   h. Area of Distribution Manual
   i. Chapter of the Year
   j. Merchandise Information Manual
   k. Sales Demonstration
   l. Studies in Marketing
      (1) Food Industry
      (2) Automotive and Petroleum
      (3) Home Furnishings
      (4) Service Industry
      (5) Department Store Merchandising
      (6) Variety Store Merchandising

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

FACT SHEET

WHAT IS DECA?

The only national youth organization operating through the public schools of the nation to attract young people to careers in marketing and distribution.

WHO ARE ITS MEMBERS?

Students enrolled in the Distributive Education instructional program.

HOW DOES IT WORK?

By encouraging free enterprise and economic awareness through individual and group activities, studies in marketing projects, creative marketing projects and exposure to successful business leaders.

WHAT IS ITS PURPOSE?

To develop future leaders for marketing and distribution.

WHAT ARE ITS GOALS?

To develop a respect for education in marketing and distribution which will contribute to vocational competence and to promote understanding and appreciation for the responsibilities of citizenship in our free, competitive enterprise system.

THROUGH WHAT METHODS?

A) Encourages civic responsibility through professional conferences, chapter activities, school improvement projects and support of community activities.

B) Maintains a series of competitive projects and activities, all designed to stimulate and motivate classroom interest, career encouragement and vocational competence.

C) Recognizes and awards student members for outstanding accomplishment in competition with other members.

D) Maintains its own Scholarship Loan Program to assist and encourage its members toward higher education.

HOW IS IT MAINTAINED?

DECA pays its own way. Its National Headquarters and staff are maintained entirely by student dues and other internal income. All funds contributed are used directly for student benefit through the following Program of Youth Activity: Awards and Recognition, Leadership Conferences, Program Development, Public Information, Leadership Development & Scholarship Loans.

HOW HAS IT GROWN?

DECA had its beginning in 1947 with only 800 students in 17 charter states. By 1972, it had grown to over 127,000 students in 50 states, Puerto Rico and the District of Columbia.

DECA FUNCTIONAL GROUPS AND FEATURES

DECA, INC. Legal identity of the adult group responsible for the youth program of DECA. Chartered in 1946. Meets annually.

DECA Term used in referring to the student youth organization -- local, state or national.

THE DECA FOUNDATION - Created to assist and encourage DECA members to continue career study in marketing and distribution.

BOARD OF DIRECTORS - Members of DECA, Inc., elected to establish policy for National DECA and the DECA Foundation.

NATIONAL ADVISORY BOARD - Representatives from organizations contributing financial support to the DECA Foundation. Serves in advisory capacity to Directors. Meets as necessary.

NATIONAL LEADERSHIP CONFERENCE - Annual climax of year's DECA activity. Purposes: To recognize outstanding individual ability and classroom achievement; inspire individual and group leadership. Approved by National Association of Secondary School Principals.

NATIONAL DELEGATES - Student representatives selected by states to conduct the official business of the student club organization. National officers are elected by and from these delegates.

ACTIVITIES AND AWARDS - One phase of the National Leadership Conference. All activities serve to enhance DE instruction.

DECA HEADEQUARTERS - Headquarters of the Washington Association of DECA are located at 200 Park Avenue, Falls Church, Virginia.

PROGRAM IMPROVEMENT

This section deals with a suggested Curriculum Structure for Distributive Education, along with suggested Areas of Instruction and Material Resources and References.

In addition, the purpose, function and works of an Advisory Committee, the need for Professional Growth and a Self Evaluation Instrument are included in this section.

SUGGESTED CURRICULUM STRUCTURE

Distributive Education provides opportunities for gainful employment in the distribution of goods and services through classroom instruction and on-the-job training. The student is able to derive from his studies basic concepts in marketing, merchandising and management. The cooperative program is in operation in South Carolina.

TYPES OF D.E. PROGRAMS

DISTRIBUTIVE EDUCATION I (Non-Co-op, one period of instruction, one unit of credit)

Offered to 11th Grade Students

Class Size: Minimum 15 students; maximum 30

Credits: 1 (1 hour classroom instruction)

Acceptance into program based on approval by distributive education teacher-coordinator and guidance counselor

DISTRIBUTIVE EDUCATION II (Co-op, two periods of classroom instruction, 540 hours of on-the-job training, 3 units of credits)

Offered to 12th grade students who have met the requirements of DE I and who have been approved by distributive education teacher

Class Size: Minimum 10 students; maximum 30

Credits: 3 (student attends class two hours and is employed in distributive occupation)

Student must be employed by October 15

SUGGESTED TEACHER SCHEDULE

1st Period	DE I	Introductory D.E.	Maximum: 30 Students
2nd Period	DE I	Introductory D.E.	Maximum: 30 Students
3rd Period	DE II	Advanced D.E. (Common Core Instruction)	Maximum: 30 Students
4th Period	DE II	Advanced D.E. (Individual Instruction)	Maximum: 30 Students
5th Period)	Coordination and supervision of on-the-job		
6th Period)	training of DE II students		

SUGGESTED AREAS OF INSTRUCTION

Regardless of the type of beginning distributive occupation in which the student is employed the teacher should use the following as an outline for the areas of instruction.

A. The Functions of Marketing and Distribution

1. Merchandising
2. Buying
3. Selling
4. Storing
5. Financing
6. Traffic Management
7. Accounting
8. Risk Management
9. Market Research
10. Standardization, grading and packaging

B. Fundamental Communicative and Computative Skills

1. Application of Communications
2. Application of Mathematics

C. Product or Service Technology

1. Product Knowledge and Techniques
2. Service Knowledge and Techniques

D. The Social Skills and Human Relations

1. Business Social Skills
2. Ethics
3. Human Relations
4. Supervisory Skills and Leadership

E. Economic Understandings

1. Channels of Distribution
2. Job Opportunities in Distribution
3. Distribution in a Free Enterprise System

F. Business Operations and Management

1. Types of ownership
2. Types of Business Organization
3. Functions of Management and Labor

INSTRUCTIONAL MATERIALS
RESOURCES AND REFERENCES

Listings of free and inexpensive reference materials can be obtained from the following sources:

Curriculum Lab
State Department of Education
Richmond, Virginia

Distributive Education Materials Lab
Ohio State University
1885 Neil Avenue
115 Townshend Hall
Columbus, Ohio 43210

Instructional Materials Services
Division of Extension
University of Texas at Austin
Austin, Texas 78712

Modern Talking Picture Service
College Street
Charlotte, North Carolina

Northwest Regional Educational Laboratory
500 Lindsay Building
710 Southwest Second Avenue
Portland, Oregon 97204

United Transparencies, Inc.
Southern School Supply Company
Post Office Drawer Q
Six Mile, South Carolina 29682

Supervisor of Public Documents
U. S. Covernment Printing Office
Washington, D. C.

Vocational Media Center
Clemson University
Clemson, South Carolina

ERIC
ocational & Technical Education
1900 Kenny Road
Columbus, Ohio 43212

ADVISORY COMMITTEES

Advisory committees services in Distributive Education have made important contributions to the growth and development of management, marketing and merchandising. More than ever before, it is essential that we use the abilities of professional leaders in a local community to assist in planning sound, organized and sequential Distributive Educational programs. The instruction of high school students and adults in the field of distribution is a joint undertaking shared by Distributive Education programs and business leaders. The committees enable us to keep pace with the increasing demands and changing patterns. These committees are an invaluable aid in acquiring the cooperation of both business and school administrations.

WHAT IS A DE ADVISORY COMMITTEE?

A DE Advisory Committee is a group comprised of marketing, merchandising, management, and other leaders in a community who give of their time to assist the school and the teacher-coordinator in developing a realistic Distributive Education program.

The Advisory Committee for Distributive Education is appointed by the local school administration to provide a link between the school and the business community through which activities can be coordinated.

The school board retains full responsibility for its Distributive Education program. The Advisory Committee acts in a consultant capacity, responsible for making recommendations and suggestions to school authorities, who are empowered to act upon the advice offered.

SIZE OF A COMMITTEE

The committee should be large enough to be representative of the community, but small enough to permit active participation in the discussion of problems and the formulation of recommendations. One-third of the members should be replaced by rotation each year. Nine to fourteen members are suggested.

PURPOSES OF ADVISORY COMMITTEES

Listed below are some of the purposes for which an Advisory Committee would be especially useful:

Act as a sounding board for new ideas.

Assist in developing sound objectives.

Assist in the selection and development of training stations.

Assist in the development of employment opportunities.

Assist in creating goodwill in the community.

Assist in selection of instructional materials.

Assist with classroom layout and types of equipment needed.

Assist in promotion of DECA activities.

Assist in the placement of graduates.

LETTER TO ASK PERSON TO SERVE ON ADVISORY COMMITTEE

Mr. Community Leader
Anywhere, South Carolina

Dear Mr. Leader:

Because of your interest in the Distributive Education program in our school, you have been recommended by the teacher-coordinator and the principal to serve on the Distributive Education Advisory Committee.

The purpose of this committee will be to assist the teacher-coordinator with the growth and development of the training program.

The Board of Education invites you to join with other community leaders in serving on this committee. The first meeting of this committee will be on DATE at TIME in PLACE, and the teacher-coordinator will provide you with further information prior to the meeting.

I would like to express my appreciation and that of the Board of Education for your service to the youth and school programs of the community.

Sincerely,

Superintendent of Schools

SUGGESTED INITIAL MEETING

The following is a suggested agenda for the first meeting of your Advisory Committee.

Welcome and remarks by chief school administrator

Introduction of all members

Appointment of temporary chairman

Appointment of secretary (usually the teacher-coordinator)

Explanation of the program and the need for an Advisory Committee

Election of Chairman

Terms of Advisory Committee Members

Selection of time and place of meetings

Other business

Adjournment

IMPORTANT NOTE:

Advisory Committee Meetings should be held to a maximum length of 90 minutes. Lengthy meetings impose upon your committee members' time and tend to put a damper on their enthusiasm and willingness to serve. At least four meetings per year (one a quarter) should be held. Avoid Monday and Friday meetings (Tuesday, Wednesday or Thursday meetings between 12:00 Noon and 3:30 P. M. are usually the most convenient for the business men and women on your committee.)

PROFESSIONAL GROWTH

Each teacher is in the lifelong business of self improvement through professional growth. Concrete hints for accomplishing this objective are as follows:

I. Scholarship

- a. Advances education
- b. Reads publications in the vocational, business, and educational fields

II. Professional Worker

- a. Initiate new ideas in organizing and managing his own program
- b. Supports and promotes his profession through professional organizations
- c. His appearance, actions and manner are geared to improve the profession

III. Part of Educational Team

- a. Answers correspondence, completes reports, and becomes a part of the total team -- local, state and national
- b. Cooperates with school administration and parents in the development of the total program

*THERE IS NO SIN IN BEING IGNORANT, THE SIN IS IN REMAINING THAT WAY.

VOCATIONAL D.E. - PROFESSIONAL ORGANIZATION

Each Distributive Education teacher is a professional and as such is interested in his professional growth. Among other things, this involves continuous self-improvement through a constant effort to keep abreast of new developments and trends that will improve his program and his effectiveness; attendance and participation in professional meetings; and active involvement in his professional organizations.

An annual conference for teachers of vocational subjects is held each August prior to the opening of school. Valuable information, ideas and materials are provided for both beginning and experienced teachers.

At the summer conference, teachers are given an opportunity to affiliate with the following organizations which lend tremendous support to vocational education and are excellent sources of information.

AVA	American Vocational Association	$12.00
SCVA	South Carolina Vocational Association	2.00
NADET	National Association of DE Teachers	4.00
SCADET	S. C. Association of DE Teachers	2.50
	TOTAL	$20.50

Every Distributive Education teacher owes it to himself and to his students to actively participate in these organizations and professional meetings.

The monthly AVA Journal, the National NADET Projects and the Distributive Education Teacher Directory sponsored by SCADET alone are well worth your annual dues. It should also be noted that AVA, SCVA, NADET and SCADET, through organizational effort, are largely responsible for State and Federal financial support given to Vocational Education in general, and specifically Distributive Education. In other words, without the support and efforts of the above organizations there would not be monies available to fund your D.E. Position. Therefore, when you join and support your professional organizations you are, in fact, investing in your job security.

SELF EVALUATION

The following is a list of descriptions of the "ideal" D. E. teacher-coordinator. Go over the form and compare yourself to this "ideal" teacher, giving yourself marks from 1 to 5 with 1 being poor and 5 being excellent. This could be done more than once a year to check yourself on improvements you have made.

The ideal teacher:

1. Radiates enthusiasm				
2. Displays patience with students				
3. Has correct pronunciation; uses varied vocabulary				
4. Invites suggestions and implements them				
5. Does detailed planning; organizes content effectively; lesson plans are rarely incomplete				
6. Adequately pre-plans general timing of lesson parts				
7. Objectives are important and comprehensive and expressed in student behavioral terms				
8. Plans well thought through questions to motivate student discussion				
9. Plans a variety of experiences by which learning can be achieved				
10. Recognizes and plans for a change of pace during a class				
11. Evaluation procedures are carefully thought through and measure student growth adequately				
12. Provides continual stimuli during class to motivate students and encourage them to carry through their own ideas				
13. Is alert to students' needs, gives incentive to individual pupils having difficulty with the work				
14. When content is not understood, goes over it again in a different way; clarifies statements				
15. Shows relationship between parts of lesson and lessons				
16. Conscientiously prepares self to teach unfamiliar material by reading, visits, observations				

17. Admits lack of knowledge when questioned on a specific point he does not know; uses resources to answer				
18. Has necessary and appropriate materials readily available				
19. Provides realistic learning experiences so that students can actively transfer learnings				
20. Has lead, thought provoking, suitable to the lesson questions to ask				
21. Uses teacher-pupil planning when appropriate - most advantageous to student learning				
22. Has excellent sense of pace or tempo in the lesson				
23. Fully assumes the teaching load assigned to him; may go beyond expected assignment				
24. Has assignments ready for those temporarily out of work or not prepared to do the assignment				
25. Makes students feel at ease with him; some may even bring their problems to her				
26. Realizes that there are many tasks to be done in a school outside the classroom and willingly helps whether it is his specific responsibility or not; exhibits interest in and takes part in community activities and programs				
27. Uses opportunities to present the distributive education program to others				

PUBLIC RELATIONS

One of the most important areas of day to day program operation is that of Public Relations as it relates to School Personnel, the Business Community, Parents, Students and Working With The News Media In Reporting Your D. E. Program Activities and Accomplishments. This section deals with the area of Public Relations.

PUBLIC RELATIONS

Winning and keeping friends is vital to every DE program. That is one of the reasons why the teacher-coordinator's job is so very important. Each day he carries along with him an intangible, precious commodity -- the good name of his school and program. Whether this commodity flourishes and grows in his care or whether it withers and dies depends so much on what he says and does.

Since good public relations start in the classroom, an organized and sequential promotion and public relations program is a must for a viable distributive education program. The success of a strong DE program depends a great deal upon the type of public relations program conducted by the coordinator and his students.

I. PUBLIC RELATIONS BEGINS IN THE SCHOOL

A. With Your Students
Your public relations program begins in the classroom. Satisfied students are your best community spokesman.

B. With Other Students
Give attention to other students in the school. They may have misconceptions about your program.

C. With School Administrators
The principal of your school is the key to your public relations program. Provide him with information in brief form. Keep his office continually supplied with information.

D. With Fellow Teachers
Cooperate with all members of the educational team. You need the goodwill of all your fellow teachers, their cooperation, their advice and their understanding of your program.

E. With Your Guidance Counselors
Help your guidance counselor learn more about industry, business and vocational education. He is often academically oriented.

F. With Alumni
Don't forget your former students! Alumni are soon voting members of society. They pass or reject school requests. Some may become school board or advisory committee members. Keep in touch with them.

II. WIDENING THE CIRCLE OF PUBLIC RELATIONS ACTIVITIES

A. To Parents
Keep parents informed of what you are doing. Let them know what is available to them as well as their students. Enlist their cooperation in specific projects.

B. To the Community
The community can be reached through advisory committees, occupational surveys, personal contacts, talks before civic clubs, use of mass media -- newspapers, radio, T.V., movies and slides, magazines, etc.

C. To Legislators
Know your legislators, visit them and tell them of your program. Work also through your professional organization and through your community.

D. To Management and Labor
Reach them by using them in many ways -- advisory committee, speakers, visitations.

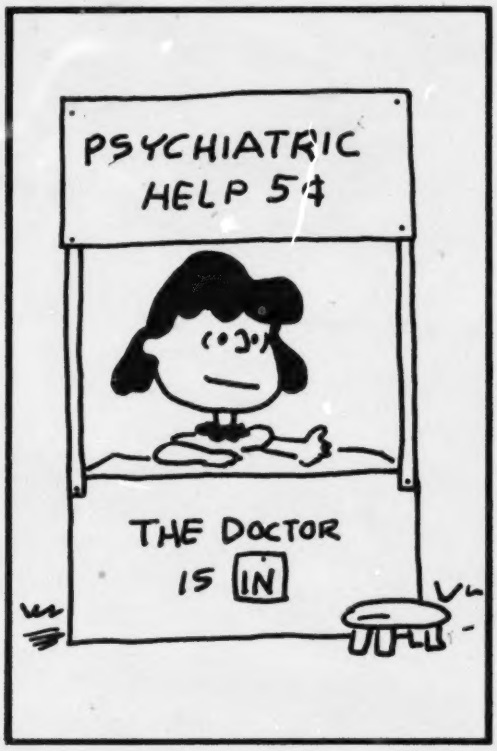
III. MEDIA AND METHODS OF PROMOTING DE

A. (See Appendix A - E).

PUBLIC RELATIONS
WORKING WITH GUIDANCE PERSONNEL

Since the guidance office is responsible for channeling students into your department, it is necessary to sufficiently inform them of the value and merits of Distributive Education.

There is no place where finesse and tact are more important than in this relationship. Win them and your program will be on a positive note and have unlimited potential. Lose them and you will have all the tension and friction necessary to cripple all efforts on your part.



LUCY SAYS:

1. Get acquainted!
2. Ask him to speak to a class on careers in marketing and distribution.
3. Take him coordinating with you.
4. Ask him for his expertise on dealing with particular problems.
5. Ask him to lunch with you.
6. Invite him to DECA meetings.
7. Approach him with positive attitudes.
8. Compliment and reward for assistance given.
9. If necessary, swallow a little pride to accomplish your mission.
10. If at first you don't succeed; try POSITIVELY again!

EVALUATION

The final section of this handbook deals with evaluation as it relates to classroom and on-the-job performance of the Student and the Teacher, as well as evaluation criteria in evaluating Training Stations. Sample forms and formats are given, which should be of great assistance to the D. E. teacher/coordinator.

EVALUATION

I. Evaluation of Students

A. Classroom - based upon his performance on written subject matter, assignments, oral presentation, class participation, and individual and group projects. (Refer to Exhibit A)

B. On-the-job - observation by the teacher-coordinator, weekly job reports, discussions with training sponsor, and employee rating sheet. (Refer to Exhibit B)

II. Teacher Evaluation

A. Completed by training sponsor. (Refer to Exhibit C)

B. Completed by student. (Refer to Exhibit D)

III. Evaluation of Training Station

A. Completed by teacher. (Refer to Exhibit E)

B. Completed by student. (Refer to Exhibit F)

EVALUATION - EXHIBIT A

STUDENT'S CLASSROOM RATING SHEET

Evaluation of Students' Classroom Performance by Coordinator

Name of Student_____ Date_____

(Circle the number which best describes your personal opinion about each category. Use Scale: 1 excellent, 4 average, 7 unsatisfactory).

A.	Punctuality and attendance	1 2 3 4 5 6 7
B.	Attitude toward classroom work	1 2 3 4 5 6 7
C.	Personal Appearance	1 2 3 4 5 6 7
D.	Workmanship (quality of work)	1 2 3 4 5 6 7
E.	Improvement in skill	1 2 3 4 5 6 7
F.	Ability to get along with others	1 2 3 4 5 6 7
G.	Ability to follow instructions	1 2 3 4 5 6 7

Additional remarks _____

_____

_____

_____

_____

_____

_____
Coordinator's Signature

EVALUATION - EXHIBIT B

STUDENT EMPLOYEE RATING SHEET

Name of Student _____ Date _____

Training Agency _____ Contact _____

(Circle the number which best describes your personal opinion about each category. Use Scale: 1 excellent, 4 average, 7 unsatisfactory).

A.	Appearance	
	1. Appropriateness of Dress	1 2 3 4 5 6 7
	2. Neatness of Appearance	1 2 3 4 5 6 7
B.	Attitude	
	1. Alertness and eager to assume responsibility	1 2 3 4 5 6 7
	2. Cooperation	1 2 3 4 5 6 7
	3. Tactfulness	1 2 3 4 5 6 7
	4. Ability to get along with others	1 2 3 4 5 6 7
C.	Job Skills	
	1. Knowledge of merchandise (if appropriate)	1 2 3 4 5 6 7
	2. Equipment operation (if appropriate)	1 2 3 4 5 6 7
	3. Selling Efficiency (if appropriate)	1 2 3 4 5 6 7
	4. Stockkeeping (if appropriate)	1 2 3 4 5 6 7
	5. Handling of money and charge accounts (if appropriate)	1 2 3 4 5 6 7
	6. Thoroughness	1 2 3 4 5 6 7
D.	Dependability	
	1. Able to work with little supervision	1 2 3 4 5 6 7
	2. Punctuality	1 2 3 4 5 6 7
	3. Keeps to work schedule	1 2 3 4 5 6 7
	4. Accuracy	1 2 3 4 5 6 7
E.	Overall Rating	1 2 3 4 5 6 7

Additional comments _____

_____

_____

_____
Employer's Signature

EVALUATION - EXHIBIT C

EVALUATION OF COORDINATOR BY TRAINING SPONSOR

Date_____

(Circle the number which best describes your personal opinion about each category. Use scale: 1 excellent, 4 average, 7 unsatisfactory.)

A.	Personal Appearance	1 2 3 4 5 6 7
B.	Initiative	1 2 3 4 5 6 7
C.	Good judgement and tact	1 2 3 4 5 6 7
D.	Cooperation	1 2 3 4 5 6 7
E.	Attitude	1 2 3 4 5 6 7
F.	Punctuality	1 2 3 4 5 6 7
G.	Competency demonstrated	1 2 3 4 5 6 7

How could the coordinator better tailor his program to meet the needs of your business operation?_____

_____

_____

Remarks_____

_____

_____

_____

_____

_____
Employer's Signature

EVALUATION - EXHIBIT D

EVALUATION OF TEACHER BY STUDENTS

Date_____

(Circle the number which best describes your personal opinion about each category. Use scale: 1 excellent, 4 average, 7 unsatisfactory.)

A. Manner of Presentation

1. Ability to speak distinctly and in an engaging voice	1 2 3 4 5 6 7
2. Ideas are conveyed clearly and effectively	1 2 3 4 5 6 7
3. Poise in classroom	1 2 3 4 5 6 7
4. Use of instructional aids and equipment	1 2 3 4 5 6 7

B. Relationship with students

1. Genuine interest in students	1 2 3 4 5 6 7
2. Fairness in grading and fairness in dealing with students	1 2 3 4 5 6 7
3. Ability to make students feel secure and at ease	1 2 3 4 5 6 7

C. Personal Characteristics

1. Personal appearance	1 2 3 4 5 6 7
2. Exercise of good judgement and tact	1 2 3 4 5 6 7
3. Interest and enthusiasm	1 2 3 4 5 6 7

D. Knowledge of Subject matter and Professional Skills

1. Knowledge of subject matter being taught	1 2 3 4 5 6 7
2. Ability to make classroom work interesting	1 2 3 4 5 6 7
3. Preparations of tests and examinations	1 2 3 4 5 6 7
4. Adequacy of grading system	1 2 3 4 5 6 7
5. Control of classroom situation	1 2 3 4 5 6 7
6. Motivates students	1 2 3 4 5 6 7
7. Well organized	1 2 3 4 5 6 7
8. Active in extracurricular and community activities	1 2 3 4 5 6 7

E. Overall Teaching Ability

What to you especially like about this person as a teacher?_____

_____

How could this teacher improve himself to become a better teacher?_____

_____

What weaknesses do you find in the course as it is set up, and what do you suggest for eliminating these weaknesses? _____

_____

_____

EVALUATION - EXHIBIT E

EVALUATION OF TRAINING STATION BY TEACHER

Training Station_____ Date_____

(Circle the number which best describes your personal opinion about each category. Use scale: 1 excellent, 4 average, 7 unsatisfactory.)

A.	Opportunities for employment after training	1 2 3 4 5 6 7
B.	Stability and regularity of employability	1 2 3 4 5 6 7
C.	Opportunity for advancement	1 2 3 4 5 6 7
D.	Social Value	1 2 3 4 5 6 7
E.	Pay	1 2 3 4 5 6 7
F.	Training facilities	1 2 3 4 5 6 7
G.	Safety Features (lack of hazards)	1 2 3 4 5 6 7
H.	Interest of training sponsor	1 2 3 4 5 6 7
I.	Adequate instruction	1 2 3 4 5 6 7

Remarks_____

_____

_____

_____

_____

_____

_____
Coordinator's Signature

EVALUATION - EXHIBIT F

EVALUATION OF TRAINING STATION BY STUDENT

Training Station_____ Date_____

(Circle the number which best describes your personal opinion about each category. Use scale: 1 excellent, 4 average, 7 unsatisfactory.)

A. Training Sponsor

1. Did the training sponsor have patience with you while learning a new skill? 1 2 3 4 5 6 7
2. Was the training sponsor understanding of your needs? 1 2 3 4 5 6 7
3. Was the training sponsor cooperative? 1 2 3 4 5 6 7
4. Did the training sponsor provide adequate instruction? 1 2 3 4 5 6 7

B. Training Program

1. Did you receive proper job orientation and introduction? 1 2 3 4 5 6 7
2. Did this training station have a pleasant atmosphere, free from tension? 1 2 3 4 5 6 7
3. Did you have distinct duties to perform? 1 2 3 4 5 6 7
4. Were you pleased with the training program? 1 2 3 4 5 6 7
5. Did you enjoy working at this training station? 1 2 3 4 5 6 7
6. Was the program for training adhered to as designated? 1 2 3 4 5 6 7
7. Was the student's career objective considered in the process of learning? 1 2 3 4 5 6 7
8. Were the facilities clean and orderly? 1 2 3 4 5 6 7
9. Was there sufficient lighting? Ventilation? Heating? 1 2 3 4 5 6 7
10. Did you have a place to put your personal belongings? 1 2 3 4 5 6 7

C. Did you utilize the skills you learned in the classroom? If not, why not?

_____

D. What did you like most about your job? Training Sponsor? Why?_____

_____

E. What did you like least about your job? Training Sponsor? Why?_____

_____

F. What suggestions do you have for improvement of the training program? Training Sponsor?_____

G. Would you recommend this training program for other students? Why?_____

_____

PUBLIC RELATIONS

APPENDICIES A - E

POSSIBLE MEDIA AND METHODS CHECKLIST

Publications
- Local Newspapers
- School papers
- Club magazines and papers
- Trade journals
- Educational magazines
- House organs
- Bulletins and pamphlets
- School yearbook
- Handbills

Radio and Television
- Spot announcements
- Panel discussions
- Skits
- Interviews
- Talks

Visual Aids
- Motion pictures
- Sound slides
- Filmstrips
- Slides
- Opaque projector
- Posters
- Charters
- Photographs
- Scrapbooks
- Blackboards
- Bulletin boards
- Exhibits
- Overhead projector

Mail
- Letters
- Cards
- Inserts

Individual Contacts with Students
- Merchants
- Parents
- School Representatives

Personal Interview

POSSIBLE MEDIA AND METHODS CHECKLIST

Special Events
- Open house
- Fairs
- Employer-employee activities
- Student career development conferences
- Local DECA Week Observance
- National DECA Week Observance

Affiliations and Memberships
- Professional organizations
- Trade associations
- Civic and service organizations

Reports
- Surveys
- Annual descriptive report

Services
- Consultation
- Employment

Awards
- Certificates
- Diplomas
- Scholarships
- Special Awards

Summer Schools
- Workshops
- Teacher conferences
- Teacher-training classes
- Supervisory conferences

Group Meetings
- Speeches
- Panel discussions
- School assemblies
- Faculty meetings

TALKS TO CIVIC GROUPS

Most of the distributive businesses in a community are represented in various civic or service groups. Most of these groups are organized along committee lines. By contacting committee chairmen, the coordinator can gain a spot on the program of any group or club he desires. In speaking to such groups, many of the obstacles in contacting each businessman personally are overcome. These men will be interested in you as one who is dedicated to community service and in your program as it relates to them.

Suggestions on Making Contacts

1. Make it a point to discover the active civic organization in your community.
2. Become acquainted with members of these organizations.
3. Take an active part in organizations you join.
4. Accept invitations to talk to groups.

Pointers on Giving Talks

Organizing Talk

1. Beam your talk to your audience and tie in with their interests early in the talk.
2. Time talk carefully and limit to a few well chosen points.
3. Use concrete illustrations for human interest and to show what has been accomplished.
4. Illustrate talk with visual aids when possible.
5. Request and provide for action at end of talk.

Delivering Talk

1. Make sure you can be heard by all.
2. Speak with friendliness, sincerity and enthusiasm.
3. Be poised without stiffness; relax and enjoy yourself.

NEWSPAPER PUBLICITY

Since you are competing with many other organizations for space in the news columns, it is important that you know the basic rules of good news story writing, that you conform to technical standards in submitting your story and that you have some degree of knowledge of newspaper "language" and terms.

Most of all, nothing takes the place of personal contact to inform the editor and his staff about DE, what is stands for, and what it is and what it does.

Establishing Publicity Contacts

The following suggestions will be of help in establishing contacts and in encouraging the newspaper to seek out the coordinator as a source of news:

1. As a coordinator, find out what paper or papers your school uses for publicity.

2. Visit the newspaper office and become acquainted with the editor, reporters and persons in charge of school news.

3. Make a point of becoming acquainted immediately with the editor of the school paper, if there is one.

4. In submitting material, follow the guiding principle that DE publicity must make known some event, action or statement which is of current interest to a large number of people.

5. Show tact and consideration in dealing with reporters -- get and use their advice.

6. Follow acceptable procedures in writing copy.

7. Release announcements as coming from the principal or superintendent of schools. Have him pass on articles before release.

8. Observe the deadline date of newspapers and get material in on time.

Basic Rules for News Story Writing

1. Include near the beginning of your story the five W's -- WHO, WHAT, WHERE, WHEN AND WHY (the basic facts). Then, add further details and explanations.

2. Be accurate in all your facts -- especially NAMES. Give FULL NAMES and ADDRESSES OF LOCAL PEOPLE and THEIR TITLES, if any.

3. Don't include your opinions in the story. Be impartial and report only the facts.

4. Write in short sentences and short paragraphs.

5. Use simple, vivid language.

6. Watch spelling and punctuation.

7. Report on event while it is still news.

8. Be brief -- don't write more than one typed, double-spaced page unless absolutely necessary.

9. Be sure your story is accurate and complete before you give it to the newspaper.

10. As a guide, clip stories from your newspaper which are similar to stories you will have to write. Use them as guides in writing your story.

Technical Standards to Follow

1. Typed, double-spaced, 8½" x 11", white paper.

2. Leave ample (1½") margins, left and right sides of the paper.

3. In upper right-hand corner, type the date.

4. In upper left-hand corner, type your name, address, phone number and organization.

5. Just below this, give your story a title (not headline) and a release date.

6. Begin typing story one-third way down the page and keep story brief.

7. "End", -30-, or ## indicates end of story.

8. If the story runs more than one page, write (more) at the bottom, and at the top of second page, put "add 1" and repeat title.

Terms You Should Know

Copy - The complete story you submit to the newspaper
Caption - Brief description of a news picture, listing names and titles of those portrayed and the occasion, often called "cutline"
Deadline - Day and hour news copy must be in hands of a newspaper editor

Media - All channels through which you work to tell your story to the public, newspaper, radio, television and magazines

Release Date - Day and hour your news can be printed

-30- - Placed at the end of your story of copy; denotes that this is "the end"; also used is: ## and END

Head - Also called "headline"; title given your news by a newspaper editor

Draft - The preliminary or working stage of a story or news release

Wire Service - National and international news-gathering organizations that provide teletype news to media that buy their services

PROMOTION THROUGH RADIO

Success in the use of the radio as a publicity outlet cannot be attained by merely begging for air time, but rather offering the local station material which assists it in accomplishing its primary aim -- furnishing entertainment and information to its listeners.

Kinds of Broadcasts

Education may be dramatized in a variety of ways, such as through skits, panel discussions or a series of interviews. Such programs must be written out in script and rehearsed before a microphone before delivery. Plan the presentation around a specific incident of activity, such as a State DE Career Development Conference, an Employer-Employee Banquet and employment of Christmas extras. Your local station will aid in developing materials.

Spot announcements between programs may also be used. The key to their effectiveness lies in the repetition of key words or phrases. The following basic rules should be followed in preparing a script:

--Write announcements in varying lengths and time so that they can be read in a period of from ten seconds to one minute. Repeat key words and phrases as often as possible without destroying continuity of a message. Key statements short, simple, easily understood. Follow general style used by your station.

Establishing Contacts

1. Visit the radio station in the community and ask to see the manager.

2. Explain the DE program to him and what you would like to get across.

3. Contact station far enough in advance to get in on local time.

PROMOTION THROUGH TELEVISION

Type of Program to Present

1. An activity being carried on as part of your instructional program is always a good show. Use young people for the best audience reaction. Chapter activities are always good.

2. Be sure the theme of your program gives a favorable image of distribution and marketing and the distributive education program.

3. The use of visual materials to tell your story is most important. Action programs with relatively little talking generally are better received.

Objectives or Goals to Achieve

1. Promote distribution and marketing.

2. Promote the distributive education program or the DECA program.

3. Teach distribution and leadership practices.

4. Assist the viewers in decision making regarding some distribution problems.

5. Be sure your program objective is clearly fixed in your mind and specifically stated to your audience.

6. Develop one idea, not a group of ideas. Don't make your objectives too broad.

Presenting Your Facts or Ideas on TV

1. Be sure your facts and ideas relate to your objectives. Use simple facts with little detail.

2. Although facts or ideas may be presented by showing, telling or a combination of both, visual aids are very desirable (Films, live or real objects, pictures, slides and charts).

3. In using visuals, live objects are preferable when practical. Film usage is limited to 16mm. Charts should be simple in detail and executed on pastel or grey cardboard. Pictures, glossy or matte finished can be used. Pictures should be clear and have only one point of interest. Color or black and white slides may be used.

Program Preparation

1. It is not necessary, in most instances, to have a written script in detail as far as usage by the television studio is concerned. The director is interested in camera angles, visuals, the mechanical means of best presenting your program. For this reason, he likes to have a "rundown" sheet which provides a picture of the show dividing your program ideas into logical steps. To prepare a rundown sheet, draw a line down the middle of a page labeling the left side "video" and the right side "audio". Outline the things you want the camera to show on the right. Key phrases or words in the audio side give the program director a clue as to when to show visuals, when to change them, and the like. In other words, match the two columns together.

2. The television station generally likes to have your rundown sheet about a week in advance of the show in order to make suggestions for improvement and preparation for visuals.

3. Rehearsals are important so that participants know exactly what they are to do. However, don't memorize every word -- make the show appear "rehearsed ad-lib". Rehearsals are not ordinarily done at the television studio but should be done in advance.

4. Clothes you wear are important. Do not wear white shirts, if possible. Pastel colors are best. Wear neat and conservative clothes. Black and white photograph as solids, so it is recommended that you select light or pastel colors.

5. Your personal contact with the television station will reveal specific desires of the particular station with whom you will be working. Be sure you work out the details well in advance as to number of people to use on the program and the kinds of visuals you plan to utilize.